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ABSTRACT

This anthology provides Native perspectives on the ethics of researching, writing about, and teaching about American Indians, and may be used as a text for discussion in American Indian Studies classes. Leading Native scholars discuss the representativeness of Native informants, the merits of various data collection methods, the role and veracity of oral histories, the marketing of Native culture and history, debates about cultural essentialism, and the ethical violations involved in teaching or writing about sacred and other private knowledge. Following an introduction (Devon A. Mihesuah), chapters are: (1) "American Indian History or Non-Indian Perceptions of American Indian History?" (Angela Cavender Wilson); (2) "Grandmother to Granddaughter: Generations of Oral History in a Dakota Family" (Angela Cavender Wilson); (3) "Commonalty of Difference: American Indian Women and History" (Devon A. Mihesuah); (4) "Special Problems in Teaching Leslie Marmon Silko's 'Ceremony'" (Paula Gunn Allen); (5) "Comfortable Fictions and the Struggle for Turf: An Essay Review of 'The Invented Indian: Cultural Fictions and Government Policies'" (Vine Deloria, Jr.); (6) "Ethics and Responsibilities in Writing American Indian History" (Donald L. Fixico); (7) "Licensed Trafficking and Ethnogenetic Engineering" (Susan A. Miller); (8) "American Indian Intellectualism and the New Indian Story" (Elizabeth Cook-Lynn); (9) "Cultural Imperialism and the Marketing of Native America" (Laurie Anne Whitt); (10) "On Revision and Revisionism: American Indian Representations in New Mexico" (Theodore S. Jojola); (11) "American Indian Studies Is for Everyone" (Duane Champagne); and (12) "Why Indian People Should Be the Ones To Write about Indian Education" (Karen Gayton Swisher). (Contains references in each chapter, author profiles, and an index.) (SV)

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